

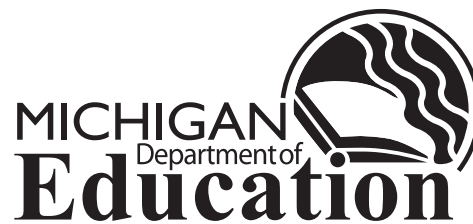
Spring 2008 ELPA

**Directions for
Administration
Material for
Coordinators**

with Speaking Rubrics

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Introduction

This spring, the State of Michigan is implementing the third annual administration of the statewide English Language Proficiency Assessment (ELPA). The ELPA is administered to all students who are enrolled in grades K through 12 and who are eligible for limited English proficiency (LEP) services. The term English language learner, or ELL, has been adopted by the State of Michigan to refer to students who demonstrate limited English proficiency.

The annual statewide administration of the ELPA was a first step in improving the manner in which the English language proficiency of ELLs is assessed. It supports the goal of creating a uniform measure that enables us to identify the progress that students are making with learning English skills from one year to another.

The second step was to provide the ELPA Initial Screening as a tool in determining eligibility for LEP services at the time of enrollment. The ELPA Initial Screening can be administered throughout the year, at times when spring ELPA materials are unavailable. When paired with other criteria that are used by local schools and districts for eligibility decisions, ELPA Initial Screening results can expedite the appropriate instructional placement of students who are learning English as a second language.

Based on input from Michigan's field of ELL educators, a new performance level called Advanced Proficient was added for the Spring 2007 ELPA. This performance level provides a proficiency level continuum for the determination of student placement in and exit from ELL services.

The Spring 2008 ELPA includes a significant number of items that measure complex language development. These items were introduced in the Spring 2007 ELPA and were developed by Michigan educators of English language learners. The Advanced Proficient performance level is supported by these more academically-rigorous test items.

A significant improvement for this spring's administration of the ELPA is the streamlining of the reporting process so that individual student reports and parent reports can be made available to school districts before the close of the academic year at the district's option. These reports will also show longitudinal information of historical ELPA scores so that teachers and program administrators can more clearly see the year-to-year progress that their students are making in the acquisition of the English language.

This year's administration of the ELPA includes the opportunity for districts to receive ELPA materials early and to have access to their electronic Individual Student Reports and Parent Reports before the conclusion of the school year. For more information, please refer to page 13.

There is always much work ahead to accomplish our long-range goal, and we appreciate the assistance of schools and districts in providing important feedback and assistance in helping us continue to improve the ELPA as a useful diagnostic tool. Please feel free to use the ELPA Feedback Form found on page 75 to communicate your suggestions to us.

Meeting Federal Requirements

Statewide administration of the ELPA meets federal assessment requirements for the annual assessment of all ELLs. As specified in the No Child Left Behind legislation of 2001, Title I requires the annual assessment of all ELLs who are enrolled in grades K through 12 to determine progress in acquisition of the English language. Areas to be assessed and reported include English speaking, listening, reading, writing, and comprehension. Proficiency levels are to include a basic, intermediate, and proficient level for each grade level assessed. Assessments are to be based on English language proficiency standards, which are to be adopted by each state.

ELPA results are to be used annually for the Title III federal reporting of ELL student progress in acquiring English language skills. The reporting of Spring ELPA results continues to bring the State of Michigan into full compliance with federal requirements for an annual assessment that is based on state English language proficiency standards. With this third year of implementation, student progress in meeting these standards over time can be determined with the use of a consistent statewide measure.

In Michigan, the ELPA Initial Screening is designed to assist schools in determining LEP eligibility for new enrollees. The proficient level for the overall ELPA Initial Screening score is reflective of the proficient standard set for the spring assessment. This screening score may be used as an assessment tool to determine instructional placement for potential English language learners who enroll in Michigan schools and do not have an ELPA score from last spring. Administration of the ELPA Initial Screening is not a substitute for the ELPA annual assessment, which is to be given each spring as an annual assessment to all students who are eligible for LEP services.

English language learners must also fully participate in the state's administration of assessments that measure the state's academic content standards. In Michigan, these assessments include the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination (MME). Administration of the ELPA can be used in place of administering the English language arts sections of the MEAP and MME assessments for only newly arrived students. These are ELLs who have entered the United States for the first time and have been enrolled in a public school for fewer than 12 months at the time of the assessment. The Years of Schooling and the Enrollment Date entered in sections 8 and 10 of the ELPA demographic page are used for this one-time exemption for a newly arrived ELL. Additional information may be downloaded from the OEAA website at www.michigan.gov/oeaa.

Features of the ELPA

The goal of the ELPA is to measure the English language proficiency levels of Michigan students who are learning English as a second language. Both oral and written language are included in the assessment of listening, reading, writing, and speaking skills for academic and social settings. Comprehension is assessed through the Listening and Speaking sections of the ELPA.

Michigan's ELPA is a customized assessment. It is designed to be aligned with the Michigan English language proficiency standards, which were approved by the State Board of Education in April 2004. The ELPA is now divided into five grade spans: Kindergarten (K), 1–2, 3–5, 6–8, and 9–12. ELLs will take the ELPA level that matches their grade of enrollment. Grade spans are also known as “Assessment Levels”—see the table on page 8 for more information.

Many ELLs may enter our schools having little or no formal education in English or in their native language. Since all ELL students will take the ELPA level matched to their grade of enrollment, assessment items have been selected to represent a broad range of ability, making it more likely that ELLs who are new to the United States are able to find some items that can be answered with confidence.

Each ELPA contains four sections:

■ Listening

The Listening section is a group-administered, multiple-choice assessment. It measures a student's understanding of spoken English. The tasks begin with shorter and then proceed to longer segments of speech or conversation.

■ Reading

The Reading section is a group-administered, multiple-choice assessment. It includes measures for several different reading skills. Within each level of the ELPA, the reading selections start with those for beginning readers and progress to more difficult vocabulary and longer passages. The reading selections closely resemble the kinds of materials that students read in school and in everyday life.

■ Writing

The Writing section contains two parts and is group-administered. Part A, Writing Conventions, contains multiple-choice questions, and Part B contains constructed-response questions.

■ Speaking

The Speaking section is an individually administered free-response assessment. The student performs various speaking tasks that are scored by the Assessment Administrator or Proctor.

The table that follows shows the five grade spans assessed, the sections of the assessment, the total number of points, and the number of operational items (test questions) that contribute to the total number of points.

Level	Grade in Spring 2008	Sections	Number of Operational Items
I	K	Listening Reading Writing Speaking (Total Points: 68)	16 18 13 8 Total: 55
II	1–2	Listening Reading Writing Speaking (Total Points: 80)	20 20 13 9 Total: 62
III	3–5	Listening Reading Writing Speaking (Total Points: 83)	20 22 12 10 Total: 64
IV	6–8	Listening Reading Writing Speaking (Total Points: 85)	21 21 14 10 Total: 66
V	9–12	Listening Reading Writing Speaking (Total Points: 86)	21 22 14 10 Total: 67

General Information

Good assessment practice requires that all schools administer the ELPA in the same way across the state so that all students have a fair and equal chance to show their actual skills in English. District and school staff who are involved with the ELPA play a key role in ensuring fair and successful administration of the ELPA. All persons in charge of administering the ELPA should be familiar with the information in this manual.

The roles and responsibilities for staff in administering assessments are included in the Professional Assessment and Accountability Practices for Educators. This ethics document includes the roles and responsibilities for District and Building Coordinators as well as guidelines for assessment security, preparation, and administration. This document is available electronically at www.michigan.gov/oeaa or in hard copy at all schools and districts in the state.

For questions concerning the administration of this spring's ELPA, call the OEAA English language learner (ELL) assessment program at 877-560-TEST (8378).

Students to Be Tested

All students who are enrolled in grades K–12 and who are eligible for ELL services are to be assessed with the ELPA this spring. This includes students at all Michigan public schools, including charter schools, and private schools that have agreements with their local educational agencies (LEAs). All eligible students are required to participate in the ELPA, whether or not they are currently receiving those services.

Eligibility for LEP services is determined at the time of enrollment. In Michigan, the Home Language Survey is used to determine whether the student's native language is one other than English, or whether another language is spoken in the student's home or environment. If either condition is true, then the student is assessed to determine English language proficiency. The results of the assessment for English language proficiency are paired with other locally-determined criteria that are used to determine eligibility for LEP services.

Assessment Accommodations

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. The OEAA provides a complete list of ELPA standard and nonstandard accommodations available for download from the OEAA website at www.michigan.gov/oeaa. This list, called the Assessment Accommodations Summary Table (Appendix A), is to be used to determine which assessment accommodations are appropriate for students with disabilities or to Section 504 students. The Accommodations Table has been approved by the State Board of Education. It was developed in consultation with districts, schools, and Michigan practitioners in the education of these students.

In general, the determination of the use of standard or nonstandard assessment accommodations must be documented in the student's school records. For students with disabilities, decisions are to be made on a student-by-student basis and documented in the student's Individualized Education Program (IEP). The documentation must be specific for each assessment and content area administered. For general education students who have a Section 504 Plan, the accommodations must be documented in the student's plan.

Since nonstandard accommodations change what the assessment is measuring, the scores will become invalid if any accommodations other than those described on the Accommodations Table on the OEAA website are used. Thus, students who use nonstandard assessment accommodations will NOT count as being assessed for the calculation of the No Child Left Behind participation rates for either the school or the district.

All questions related to assessment accommodations for ELLs with disabilities and ELL Section 504 students should be directed to Peggy Dutcher, Manager, Assessment for Students with Disabilities Program, email: dutcherp@michigan.gov, or phone 517-241-4416.

Registering New Students for the Spring 2008 ELPA

ELPA answer documents or test booklets with pre-identified labels have been provided for each ELL who has been recorded as eligible to receive services in your school. This includes all students who were identified as ELLs for the fall 2007 SRSD submission or students assessed with the ELPA Initial Screening and whose scores resulted in any performance level other than Advanced Proficient. Schools are strongly encouraged to review the roster of their ELLs through the OEAA secure website, www.michigan.gov/oeaa-secure, in order to produce a label for the student's answer document and ensure accuracy in scoring.

In the event that labels or pre-ID test materials are not available, it will be essential that you provide complete and accurate information in the section of the ELPA demographic page labeled "Additional New Student Information for Labels" prior to submission to the district so that a label can be affixed prior to return of materials for scoring.

Who Is Involved in Administering the ELPA

Each district designates an ELPA District Coordinator to direct the administration of the ELPA. The coordinator will provide training for Building Coordinators, handle materials, set schedules, and monitor administration.

Buildings also assign ELPA coordinators who oversee the ELPA administration process and ensure that all procedures are carefully followed. The ELPA Building Coordinator provides training for Assessment Administrators, who are responsible for giving the ELPA to students. This person can be the student's teacher, or it can be another person designated by a school or district. Paraprofessionals can assist with administration duties as assessment proctors, but they must be trained and monitored by a certified professional staff member. Depending on the number of students in each room, proctors may also be assigned to assist the Assessment Administrator.

Each person involved in administering the ELPA should refer to the Professional Assessment and Accountability Practices for Educators document for information about their specific roles and responsibilities in accurately and fairly assessing students.

For additional information, please review the Assessment Administrator and Assessment Proctor Responsibilities, which have been included in Appendix B.

Each person involved in administering the ELPA should refer to the Professional Assessment and Accountability Practices for Educators document for information about their specific roles and responsibilities in accurately and fairly assessing students. This document can be found online at:

http://www.michigan.gov/documents/Ethical_Practices_Document_8-05-FINAL_134423_7.pdf

Security

The ELPA is a secure assessment. Teachers and administrators must carefully safeguard all assessment materials. The materials must be kept secure, and no one may make copies of them. Likewise, no one may make notes on or about any of the assessment questions.

A sample of the ELPA Security Compliance Form is included at the back of this manual for reference purposes only. IMPORTANT NOTE: For the Spring 2008 ELPA, this form may NOT be photocopied; original copies provided from Harcourt are the only ELPA Security Compliance Forms that may be used. This form is to be signed by each ELPA District Coordinator, ELPA Building Coordinator, Assessment Administrator, Assessment Proctor, and accommodations provider who is involved with administering the ELPA.

1. Assessment booklets are secure materials that must be carefully monitored.
2. ELPA booklets are secure documents and may not be copied or retained in schools.
3. All booklets must be kept in locked storage both before and after the assessment and returned to the OEAA as directed.
4. No person, other than students to be assessed, shall be allowed to review or take the assessment.

All security and compliance forms are to be returned with all ELPA materials to Harcourt at the end of administering the ELPA. These include all used and unused assessment booklets (regular, large-type, and Braille editions), all used and unused answer documents, ELPA manuals, and prerecorded audiocassette tapes and CDs. Prepaid address labels are provided for returning all assessment materials.

Student test booklets are sequentially numbered for security and tracking purposes.

Preparing for the ELPA

Assessment Materials

The following materials will be provided for administering the ELPA:

- ***A Combined Manual for Building and District Coordinators with Directions for Administration*** — This manual provides planning and administration procedures for this spring's ELPA, including information regarding the ordering of additional materials, accommodations, security procedures, and directions for the handling and return of secure materials. The actual directions for administering all sections as well as scoring the Speaking sections of the ELPA are contained in this one booklet, along with the Coordinator Manual.
- ***Listening section audiocassettes and CDs (Levels I, II, III, IV, and V)*** — prerecorded directions, passages, questions, and answer choices to administer the Listening section to all students.
- ***Student assessment booklets (Levels I, II, III, IV, and V)*** — These booklets are sequentially numbered for each grade-level span assessed. The assessment booklets for levels III, IV, and V contain all four sections of the ELPA: Listening, Reading, Writing, and Speaking. For levels I and II, the Speaking section appears in a separate booklet. All assessment booklets are available in regular and enlarged print. Braille editions are available for levels III, IV, and V. If a Braille edition is needed for levels I or II, please contact the OEAA.
- ***Speaking booklets for Levels I and II*** — one per each Directions for Administration. These are reusable booklets for the students in level I and II to view as a prompt during the Speaking section of the assessment.
- ***Answer documents for Levels III, IV, and V*** — one per student. Note that students in levels I and II will mark their answers directly in the assessment booklet.

Additional Materials

If you need additional materials, contact your ELPA Building or District Coordinator and specify the type and amount of materials needed.

District coordinators will use the Harcourt Spectrum site to order additional ELPA materials. This site is accessible through the OEAA Secure Site at <http://www.michigan.gov/oeaa-secure>. Additional materials may be ordered at any time until one week before the close of the ELPA assessment window.

Current ELPA District Coordinators will use their existing Spectrum login and password to access their district's materials ordering screens. New coordinators must first obtain an OEAA login and password before obtaining a Spectrum login and password. This can be done by contacting the OEAA at 877-560-8378 (TEST).

Monitoring Assessment Shipments

District Coordinators will receive all assessment materials for the ELPA directly from Harcourt Assessment, Inc. Building Coordinators will contact the ELPA District Coordinator to order assessment materials. All materials are to be received by districts and ready for use by the time of the administration of the test. Building and district ELPA coordinators can view materials tracking information via the Harcourt Spectrum site.

Shortages and Missing Materials

Immediately upon arrival of ELPA assessment materials, District Coordinators should verify that sufficient quantities of materials have been received. Overage materials should be distributed within the district before requesting additional materials.

If you experience delays in receiving materials listed above, please contact Harcourt Assessment, Inc. Customer Service directly at (800) 763-2306.

Administration Schedule

Schools may administer the ELPA sections in any sequence for some or all students if doing so will facilitate the school's completion of the assessment.

The Speaking section must be administered to students individually at a location separate from other students. Assessment Administrators and proctors are advised to become familiar with the rubrics for Speaking items prior to actual administration.

A DVD is available from the OEAA to aid in training assessment administrators and proctors in scoring the speaking items found on the ELPA. District and building ELPA coordinators may wish to use the DVD to train assessment administrators and proctors in advance of administering the ELPA. For information about ordering this DVD, please contact the OEAA by phone at 877-560-TEST (8378) or email at mde-elpa@michigan.gov.

Important dates for administration of the ELPA are included on the back cover of this manual.

Materials Delivery and Reporting Cycles

The annual English Language Proficiency Assessment (ELPA) is scheduled to be administered this spring from Monday, March 17 to Friday, April 25, 2008. For districts administering the ELPA during this window, materials will be delivered by Monday, March 3 and electronic versions of student and parent reports will be accessible during the second week of June 2008.

In addition to this scheduled cycle for spring, two other cycles — the Priority Cycle and Pilot Cycle — have been added. Materials for these two new cycles will be received by participating districts on Monday, February 25 and testing may begin immediately after all materials are disseminated. The earlier testing and return of completed testing materials for these new cycles will enable participating districts to access individual student results during the first week of June. For additional information about the Priority and Pilot ELPA cycles, please refer to the ELPA website at www.michigan.gov/elpa.

Assessment Booklets and Answer Documents

Every student in levels III–V taking the ELPA will have a separate answer document. Students in levels I and II will answer the questions in their assessment booklets. Answer documents will be delivered to schools in sufficient quantities based on student registration and the school's enrollment information, allowing for an overage to accommodate any new enrollees. For students who have answer documents or test booklets with no preprinted label, teachers will need to provide registration information using the online registration process or fill in the required information in the section labeled "Additional New Student Information for Labels" on the ELPA demographic page, shown on page 19. Contact your ELPA District Coordinator if you need assistance with online registration.

Demographic Page Information

The following information needs to be completed on the demographic page of each student scorable booklet or answer document. See the sample of the student demographic page on page 19.

- Box 1:** Neatly print the name of the district, school, and teacher for this student.
- Box 2:** Neatly print the last name of the student in capital letters, with one letter per space.
- Box 3:** Neatly print the first name of the student in capital letters, with one letter per space.
- Box 4:** Insert the student's middle initial, if any, using a capital letter.
- Box 5: Class/Group Number** — This optional information allows districts and schools to receive reports organized by class or group designation(s). It is a local district decision to use this option and to define class/group numbers that are most useful to the district or school. Contact your ELPA District or Building Coordinator for your 4-digit class/group number.
- Box 6: Assessment Date** — Fill in the date when the ELPA is administered to the student and darken the appropriate bubbles.

Box 7: Native Language — Fill in the single-digit numeric code for the student's native language and darken the appropriate bubble. The abbreviations that appear on the form are explained below:

- 0 Span. = Spanish
- 1 Arab. = Arabic
- 2 Chal. = Chaldean
- 3 Alba. = Albanian
- 4 Hmo. = Hmong
- 5 Ben. = Bengali
- 6 Chin. = Chinese
- 7 Japn. = Japanese
- 8 Viet. = Vietnamese
- 9 S-C. = Serbo-Croatian
- 10 Other (please fill in line with name of student's language)

Box 8: Years of Schooling in U.S. Schools — Fill in the circle next to the number of years that the student has been enrolled in school in the United States. (The student may have been enrolled in one or more schools in the United States before enrolling in your district.)

Box 9: Report Codes — Fill in the circle for any of the following that apply to the student:

A. Home Schooled — If an assessed student is home schooled, fill in the "Home Schooled" circle. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled students are not required to take the ELPA but may test during the district's assessment window.

Parents or guardians of home-schooled students should contact their local school district for assessment information. Public school districts are required to administer the ELPA to home-schooled students who wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents of each home-schooled student.

B. Formerly LEP — A student is designated as formerly LEP when he or she is determined to be proficient and is no longer designated an English language learner, or LEP, by a school or school district. This designation must be used to track student achievement for two years after the LEP designation has been removed (No Child Left Behind, Title III, Subpart 2, Section 3121).

C. Homeless — A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

D. Prohibited Behavior — This bubble is to be used to identify students who engage in a prohibited practice. Such practices are outlined in the Professional Assessment and Accountability Practices for Educators that was approved by the State Board of Education in August 2007. This document is available at the OEAA website (www.michigan.gov/oeaa).

Note: The “Prohibited Behavior” bubble is NOT meant to be used for students who do not appear to be working hard on the assessment or otherwise not taking the assessment seriously. It is only intended for students engaging in practices that are prohibited.

E. Interrupted Schooling — This bubble is to be used for a student who has missed one or more consecutive years of schooling after kindergarten. (An example is a student who attended grades 1 and 2 in another country and, due to family relocation, was unable to attend any part of grade 3.)

Box 10: Enrollment Date — Only complete this box if Box 8A has been marked (the student has been enrolled in school in the United States for one year or less; see directions for Box 8). If the student has been enrolled in school in the United States for one year or less, fill in the date the student was first enrolled in a school in the United States. The student may have been enrolled in one or more schools in the United States prior to enrolling in your district.

Box 11: Accommodations — This section of the “School Use Only” area on student answer documents is used to identify the accommodations as required by the No Child Left Behind Act of 2001 and defined by the Assessment Accommodations Summary Table found on the OEAA website at www.michigan.gov/oeaa.

Please review each section of the table carefully to ensure that the student is eligible for the ELPA accommodation being considered and note restrictions for nonstandard accommodations. Answer documents provide the opportunity to identify specific accommodations used for students on different sections and parts of the ELPA and the ELPA Initial Screening. Standard accommodations are listed first, then nonstandard accommodations. Mark all that apply.

Box 12: Research I and II Fields — These columns are used by schools and districts for special research purposes. In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

- a. Is there a relationship between the number of years students have attended school in our district and their test scores?
- b. Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B vs. reading program C, etc.?

The following information may be helpful in developing codes for use of these research fields:

- a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Only one response per report may be coded (one response in the Research I column and one response in the Research II column).
- b. Coding information must be provided to ELPA Building Coordinators and Assessment Administrators.
- c. Districts may elect to use one or both of the Research Report options at any or all of the grades tested.

Box 13: Listening — The Listening section of the ELPA can be read to students, including the listening passages, prompts, test questions, and answer choices. CDs are also available for this section of the ELPA. Please mark the method used for delivering the Listening sections of the ELPA, either reading the section to the student or using a CD. This section is to be marked for all students taking this spring's ELPA. Audiotapes are available as a special order. Use the contact information on the back cover if you need audiotapes for the Listening sections of the ELPA.

Box 14: Form (Levels III–V only) — There are 3 forms of the ELPA at these levels. At levels III–V, students use a separate answer document. There are two types of answer documents: the first is for forms 1 and 2, and the second is for form 3. Please check the form number on the student assessment booklet and make sure that the answer document for the student matches. For forms 1 and 2, fill in the correct bubble in Box 14. For form 3, note that no bubble need be filled in. **Note:** This applies only to levels III–V. No form bubbles appear on the demographic form for Levels I and II.

Additional New Student Information for Labels

Complete this section for students who do not have a preprinted label or answer document.

Box 15: Gender — Fill in the circle next to the student's gender.

Box 16: Ethnicity — The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program" (OMB Directive No. 15). Classifications will be used only for the purpose of reporting.


1. American Indian or Alaskan Native — a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition

2. Asian or Pacific Islander — a person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa
3. Black, not of Hispanic Origin — a person having origins in any of the black racial groups of Africa
4. Hispanic — a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
5. White, not of Hispanic origin — a person having origins in any of the original peoples of Europe, North Africa, or the Middle East
6. Multiracial — a person of mixed racial and/or ethnic origins

Box 17: Date of Birth — Fill in the month, day, and year of the student's date of birth.

Box 18: Grade — Fill in the circle next to the student's grade of enrollment.

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1 DISTRICT

SCHOOL

TEACHER NAME

2 LAST NAME

3 FIRST NAME

4 MI

5 Class/Group Number

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

6 Assessment Date

Month	Day	Year
<input type="radio"/> Mar	<input type="radio"/> Apr	0 8

7 Native Language

<input type="radio"/> Span.	<input type="radio"/> Arab.	<input type="radio"/> Chal.	<input type="radio"/> Alba.	<input type="radio"/> Hmo.	<input type="radio"/> Ben.	<input type="radio"/> Chin.	<input type="radio"/> Japn.	<input type="radio"/> Viet.	<input type="radio"/> S-C.	<input type="radio"/> Other
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8 Years of Schooling in U.S. Schools

<input type="radio"/> A 1 year or less	<input type="radio"/> B 2 years or less	<input type="radio"/> C 3 years or less	<input type="radio"/> D 4 years or less	<input type="radio"/> E More than 4 yrs.
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9 Report Codes

<input type="radio"/> A Home Schooled	<input type="radio"/> B Formerly LEP	<input type="radio"/> C Homeless	<input type="radio"/> D Prohibited Behavior	<input type="radio"/> E Interrupted Schooling
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10 Enrollment Date*

Month	Day	Year
<input type="radio"/> Jan	<input type="radio"/> Feb	<input type="radio"/> 2007
<input type="radio"/> Mar	<input type="radio"/> Apr	<input type="radio"/> 2008
<input type="radio"/> May	<input type="radio"/> Jun	<input type="radio"/> 2009
<input type="radio"/> Jul	<input type="radio"/> Aug	<input type="radio"/> 2010
<input type="radio"/> Sep	<input type="radio"/> Oct	<input type="radio"/> 2011
<input type="radio"/> Nov	<input type="radio"/> Dec	<input type="radio"/> 2012

11 School Use Only (Mark All That Apply)

Accommodations*

	Listening		Reading		Writing		Speaking		Research	
	Part A	Part B	Part A	Part B	Part A	Part B	Part A	Part B	Part A	Part B
Standard Accommodations	<input type="radio"/> Audiocassette	<input type="radio"/> CD	<input type="radio"/> Read to Student	<input type="radio"/> Enlarged Print	<input type="radio"/> Amplification System	<input type="radio"/> Other	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L
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Nonstandard Accommodations	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L
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12 13

Listening

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14

No Form Needed

15 Gender

☐ Female

☐ Male

16 Ethnicity

☐ 1. American Indian or Alaskan Native

☐ 2. Asian or Pacific Islander

☐ 3. Black, not of Hispanic Origin

☐ 4. Hispanic

☐ 5. White, not of Hispanic Origin

☐ 6. Multiracial

17 Date of Birth

Month	Day	Year
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<input type="radio"/> Mar	<input type="radio"/> Apr	<input type="radio"/> 20
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18 Grade

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☐ 7

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☐ 12

11 School Use Only (Mark All That Apply)

Accommodations*

	Listening		Reading		Writing		Speaking		Research	
	Part A	Part B	Part A	Part B	Part A	Part B	Part A	Part B	Part A	Part B
Standard Accommodations	<input type="radio"/> Audiocassette	<input type="radio"/> CD	<input type="radio"/> Read to Student	<input type="radio"/> Enlarged Print	<input type="radio"/> Amplification System	<input type="radio"/> Other	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L
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Nonstandard Accommodations	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L
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12 13

Listening

<input type="radio"/> Audio	<input type="radio"/> CD	<input type="radio"/> Read
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14

No Form Needed

15 Gender

☐ Female

☐ Male

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☐ 3. Black, not of Hispanic Origin

☐ 4. Hispanic

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Directions for Administering the ELPA

Preparing the Assessment Room(s)

The school may decide whether to administer the ELPA Listening, Reading, and Writing sections in the students' own classroom(s) or elsewhere and whether to assess students in class groups or in groups of other sizes. The Speaking section must be administered to each student individually in a location separate from other students. Make sure that each assessment room is adequately lit and ventilated and free from noise and other distractions.

Before the ELPA

Tell students to:

- put away all books, notes, and other resources during the assessment;
- read and/or listen to the questions carefully and follow instructions;
- make sure that their name is on the assessment booklet and answer document they are using; and
- use only a No. 2 pencil to record their answers for the multiple-choice and constructed-response questions.

Explain to students that the ELPA is not the kind of test that they can “pass” or “fail.” Its purpose is to measure the English skills that students have. For this reason, some items on the test might seem very easy to students who are more proficient than others. Other items will seem difficult, especially to those who have not had very much English instruction in the past. Encourage your students to do their best on all of the items, and not to be overly concerned if the items seem too easy or too hard.

During the ELPA

Encourage students to listen carefully as you read the directions to every question. Follow only the script given in the specific directions for administering. Make sure that you are reading the directions (or using the CD) for the correct test level that you are administering. The four sections can be given in any order, but make sure you are reading the directions (or using the CD) for the correct section.

Unauthorized Materials

Students taking state assessments should be under close supervision at all times. When students enter the assessment room, Assessment Administrators must ensure that they do not bring any unauthorized notes, printed material, scrap paper, or tools that would give the student an unfair advantage. The materials that students are permitted to use during the assessment are identified in the specific directions for each section of the assessment.

Temporary Absence from the Testing Room

Students may be allowed to go to the restroom during the assessment, but it is best not to make a general announcement to that effect. Only one student may leave the assessment room at a time. Have the student turn in the assessment booklet and answer document to the Assessment Administrator upon leaving the room. The Assessment Administrator or Proctor should return the assessment booklet and answer document to the student upon his or her return.

Assessment Administrators must not leave an assessment room unsupervised at any time.

Illness

A student who becomes ill during a session of the ELPA should be excused. When the student is well enough to continue, the student may complete that session of the ELPA as long as the session has not ended. Other unadministered sessions of the ELPA should be administered to the student according to the directions provided in this Directions for Administration as long as the assessment window has not ended. When giving the student a partially completed section of the ELPA, supervise the student closely so that the student does not go back to previously finished items on the assessment.

Students Absent on the Day of the Assessment

Make provisions to administer the assessment at a later date to all students who were absent when the ELPA was initially given. These students should not be involved in any classroom discussions about the ELPA prior to the time they take it. The make-up date(s) can be any time within the assessment window.

Emergency Evacuation of a School Building

You may be required to evacuate a school building during an assessment because of an emergency such as a fire alarm or a bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the assessment immediately. If possible, keep the students under supervision during the emergency. Then, if work can be resumed, allow students to continue the assessment.

Scoring the Speaking Section

Instructions for scoring the Speaking section of the ELPA are provided in the Speaking section in this Directions for Administration manual. Each school is responsible for making the necessary arrangements for the individual administration and scoring of its students' ELPA Speaking section.

ELPA Administrators or Proctors must score their students' responses to the Speaking section of the ELPA and record those scores on the student answer documents. Note: Scores for a student's answers for the levels I and II Speaking section are recorded in the student's assessment booklet. There is a separate speaking booklet for the levels I and II students to view as a prompt during the administration of the Speaking section.

Schools should review the answer documents to verify that the Speaking section scores and all demographic information have been entered correctly.

Ending an Assessment Session

All sections of the ELPA are untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of the assessment. End an assessment session as soon as all students are finished. If only a few students need more time to finish than the rest of the class, an Assessment Administrator may collect all assessment materials and take those students to another room to immediately finish the assessment.

Collect all materials from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all materials have been returned.

Assessment booklets are secure materials that must be carefully monitored. They must be kept in locked storage while in schools.

If there is another section of the assessment to administer, return to the directions for that section of the assessment when ready to begin the next section. If all sections of the assessment have been administered, complete the following procedures.

After the ELPA

All sections of the ELPA are untimed and student-paced. End an assessment session as soon as all students are finished. If some students need more time to finish, the Assessment Administrator or proctor may move these students to another area or room so that they remain undisturbed.

Remember to securely store all test materials when a session has finished.

If your test materials are ready to be packaged and returned from your district, please refer to Packaging and Returning Materials on page 50.

Building Coordinator Responsibilities for Returning ELPA Materials to District Coordinators

Verify that all assessment materials have been returned from Assessment Administrators.

1. In scorable assessment booklets and answer documents, check that:
 - each student's Test Booklet and Answer Document have been separated into different groups (levels III-V only);
 - only ELPA materials have been used;
 - if students used Forms 1 or 2 of the ELPA, the appropriate form number has been filled in correctly on the Answer Document (levels III-V only);
 - all required student identification fields (Student Name, Teacher, etc.) have been completed accurately;
 - all optional data fields that the district has chosen to use and all "School Use Only" fields have been completed accurately;
 - no correction fluid, crayons, markers, highlighters, or colored pencils have been used on student answer documents;
 - no staples, glue, rubber bands, or paper clips have been used on student answer documents;
 - no extra paper is attached (except when approved as an accommodation); and
 - no completed answer documents have been disassembled or damaged.

Assessment Administrators should also have checked student answer documents for these items, and should have notified the ELPA District Coordinator of any student answer documents found to have been damaged, or to contain markings by writing utensils that are not allowed. In these cases, it is the responsibility of the ELPA District Coordinator to contact the OEAA for assistance.

2. If an answer document is found to have been damaged or to contain markings by writing utensils that are not allowed, the ELPA District Coordinator must be notified. The ELPA District Coordinator should contact the OEAA for assistance.
3. For students who used a word processor as an accommodation (see page 66), follow the instructions for returning documents in the "Special Handling" envelopes.
4. Collect all assessment materials, used and unused, as soon as possible after the assessment. Refer to pages 50–57 for instructions regarding the return of materials.

5. Complete the ELPA Security Compliance Form and distribute one original form to each Assessment Coordinator and Assessment Proctor who administered the ELPA or supervised students during administration. A sample ELPA Security Compliance Form is located in Appendix C. Follow the instructions in this manual for completing the ELPA School/Grade Header Sheet. Note that these are samples that are provided for reference only; these forms may NOT be photocopied. Harcourt Assessment, Inc. will send scannable originals of these forms. Extra originals that are needed can be ordered as additional materials.
6. Return this Directions for Administration manual to the ELPA District Coordinator.

Speaking *(continued)*

DIRECTIONS FOR SCORING: In questions 1 through 4, the proctor listens for fluency and smoothness of speech, proper pronunciation, and appropriate intonation.

You will be scoring individual sounds, such as vowels and consonants. As an example of an error, a student who says “djong” when trying to say “young” has made a pronunciation error in the first sound, or segment, of the word.

Very slow, halting speech is an example of a problem with rate of speech; speech that is at a fairly normal rate, but choppy, indicates a problem with rhythm. Typical English sentence intonation rises at the end of the sentence, on the last content word of the sentence, and then falls. Intonation that does not change at all or changes in an unnatural place would be inaccurate.

Students are not creating original grammatical structures, so grammar errors will probably be infrequent and are not an important aspect in scoring these questions. However, it is possible that students might omit a word(s) or substitute one small function word (like a preposition) for another. These would be considered errors.

Questions 1–4	SENTENCE REPEAT
Score Point 1	<ul style="list-style-type: none"> Response shows fluency, with accurate pronunciation of individual sounds at a natural speech rate, intonation, and rhythm. Pronunciation is consistent with fluent speech patterns. Speech is smooth and has an emphasis on words or phrases that indicates comprehension of the sentence. Response is linguistically accurate (free from phonemic/phonetic or grammatical errors that cause confusion in meaning).
Score Point 0	<ul style="list-style-type: none"> Response shows little or no fluency. Individual sounds are pronounced incorrectly and do not have a natural speech rate, intonation, or rhythm, and are therefore inconsistent with that of a fluent speaker. Speech is broken or hesitating, and emphasis on words does not indicate comprehension of sentence. Response has linguistic errors or omissions that confuse or distract the listener. Speech is unintelligible. Response is only in native language. Student refused to speak.

Speaking (continued)

DIRECTIONS FOR SCORING: Question 5 consists of a short conversation task based on a familiar context. Students hear a brief description of a context that is familiar to them, followed by two or three questions.

The proctor listens for fluency and accuracy, but with an emphasis on the student's ability to use appropriate vocabulary to express personal opinions, ideas, or points of view. Note that a student may still be able to respond adequately to the task without answering every individual question from the response, or respond to them in an order different from what is read.

Question 5	SHORT CONVERSATION
Score Point 2	<ul style="list-style-type: none"> • Student exchanges information during the conversation intelligibly and fluently. • Expanded vocabulary and word choice support response. • Response is linguistically accurate (free from phonemic, syntactical, or grammatical errors that cause confusion in meaning).
Score Point 1	<ul style="list-style-type: none"> • Student exchanges information indirectly or incompletely. • Hesitations, lapses, or omissions in speech may distract listener. • Vocabulary and word choice partially support response. • Response has errors in pronunciation, sentence syntax, or grammar that cause confusion in meaning but do not completely block comprehensibility.
Score Point 0	<ul style="list-style-type: none"> • Vocabulary and word choice do not give enough information to support response; or • Response has errors in pronunciation, sentence syntax, or grammar that completely block comprehensibility; or • Response is only in native language; or • Student refused to speak.

Speaking (continued)

Question 6	STORYTELLING
Score Point 4	<ul style="list-style-type: none"> Shows High Level of Ability to produce a spoken response to a set of three pictures. Very Few Errors (minor) in pronunciation and grammar; speech includes complex sentence structures; vocabulary is precise and varied, including idiomatic expressions. Errors never distract listeners' attention or cause confusion about meaning. Speech is well organized; information is plausible and precise and is presented logically and with appropriate transitions.
Score Point 3	<ul style="list-style-type: none"> Shows Ability to produce a spoken response to a set of three pictures. Some Errors (mostly minor) in pronunciation and grammar; some variety in sentence structure; vocabulary in general is appropriate and varied, perhaps including some use of idiomatic expressions. Errors generally do not distract listeners' attention or cause confusion about meaning. Speech is generally well organized; information is generally plausible and precise and is presented logically and with appropriate transitions.
Score Point 2	<ul style="list-style-type: none"> Shows Some Ability to produce a spoken response to a set of three pictures. Numerous Errors in pronunciation, grammar, and vocabulary; heavy reliance on simple sentence structures, with almost no use of idiomatic expressions. Errors are often distracting to listeners and cause confusion about meaning. Speech may be insufficient and present poorly organized or disorganized information; information may be imprecise and inaccurate.
Score Point 1	<ul style="list-style-type: none"> Very Limited ability to respond to a set of three pictures. Speech contains Very Little Correct pronunciation, grammar, and vocabulary; single words instead of complete thoughts. Numerous and serious problems distract listeners and cause confusion about meaning; may be incoherent in places. Amount of speech is minimal; information may be irrelevant or inaccurate.
Score Point 0	<ul style="list-style-type: none"> Too Minimal to score or Unintelligible; refusal to speak; no response; response in a language other than English or only repeating prompt; insufficient information to score.

Speaking (continued)

Question 7	STORY RETELL
Score Point 4	<ul style="list-style-type: none"> • Response is intelligible and fluent. • Story flow and logical sequence of events is enhanced by expanded vocabulary and complex grammatical constructions. • Story detail is supported by adverbs and transitional phrases (such as "first," "because," "finally," "then," "and after that," etc.). • Response is linguistically accurate (free from phonemic, syntactical, or grammatical errors that may cause confusion in meaning).
Score Point 3	<ul style="list-style-type: none"> • Response is intelligible; pauses or hesitations in speech do not interfere with comprehensibility. • Speech exhibits basic vocabulary and simple grammatical constructions, but these do not interfere with story flow and general sequence of events. • Story detail may be supported by a limited use of adverbs and transitional phrases (such as "first," "because," "finally," "then," "and after that," etc.). • Response may have phonemic, syntactical, or grammatical errors, but these cause little confusion in meaning.
Score Point 2	<ul style="list-style-type: none"> • Response has hesitations or lapses that interfere with story flow or comprehensibility. • Basic vocabulary and simple grammatical constructions allow for little or no sequence of events and a minimum of story detail. • Response may be limited to a simple story line or connected set of ideas. • Response may have phonemic, syntactical, or grammatical errors that distract listener or cause confusion in meaning.
Score Point 1	<ul style="list-style-type: none"> • Response has severe hesitations, lapses, or errors in pronunciation. • Response may be limited to one word or one sentence. • Response may only include isolated words, phrases, or rote expressions. • Response may have little or no grammatical or syntactical structure, or may be a repetition of a phrase heard in the original story.
Score Point 0	<ul style="list-style-type: none"> • Response is unintelligible; or • Response is only in native language; or • Student refused to speak.

Speaking (continued)

Form 1

Question 8	GUIDED DISCUSSION, PROMPT I
Score Point 2	<ul style="list-style-type: none"> Response addresses topic of the prompt intelligibly and fluently. Expanded vocabulary and word choice support response, giving enough information to answer the question or respond to the statement given. Response is linguistically accurate (free from phonemic, syntactical, or grammatical errors that cause confusion in meaning).
Score Point 1	<ul style="list-style-type: none"> Response addresses topic of the prompt, but in an incomplete or indirect way. Hesitations, lapses, or omissions in speech distract listener. Vocabulary and word choice partially support response to the question or statement given. Response has errors in pronunciation, sentence syntax, or grammar that cause confusion in meaning, but confusion does not completely affect comprehensibility.
Score Point 0	<ul style="list-style-type: none"> Response does not address topic of prompt. Vocabulary or word choice does not give enough information to respond to question or statement. Response has linguistic errors (phonemic, syntactical, or grammatical) that block comprehensibility. Speech is unintelligible. Response is only in native language. Student refused to speak.

Question 8	GUIDED DISCUSSION, PROMPT II
Score Point 2	<ul style="list-style-type: none"> Response supports conversational flow by giving specific example(s) to discussion topic, explaining detail(s) given in first response, or focusing discussion on specific point(s). Response is intelligible and fluent, drawing on student's expanded vocabulary. Response is linguistically accurate (free from phonemic, syntactical, or grammatical errors that cause confusion in meaning).
Score Point 1	<ul style="list-style-type: none"> Response supports conversational flow in a limited way; student provides only a general example to the current discussion topic or does not explain or focus on detail(s) fully. Response is hesitant or broken, and only basic vocabulary is evident. Response has errors in pronunciation, sentence syntax, or grammar that cause confusion in meaning, but confusion does not completely affect comprehensibility.
Score Point 0	<ul style="list-style-type: none"> Response does not address topic of prompt or does not respond to question or statement given. Vocabulary or word choice used do not give an example, detail, or focus to any statement in first prompt. Response has linguistic errors (phonemic, syntactical, or grammatical) that completely block comprehensibility. Speech is unintelligible. Response is only in native language. Student refused to speak.

Packaging and Returning Materials

To the ELPA District Coordinator

You are responsible for collecting sets of all ELPA testing materials from individual buildings and organizing them into shipping boxes for return. You will coordinate the return of each building's ELPA materials as one shipment from your district. This is necessary for accurate scoring of student responses according to your district's reporting cycle. The packaging diagram on page 53 and the separate, laminated Packing Poster, provided in your Test Coordinator's Kit, will aid you in this process.

To the ELPA Building Coordinator

You are responsible for ensuring that the completed booklets are organized for your building and returned to your ELPA District Coordinator. The following directions will assist you and your assessment administrators in this task.

Organizing the Completed Scannable Booklets and/or Answer Documents for Each Building

- A. For Assessment Levels I and II, separate student test booklets from Speaking booklets and Directions for Administration manuals. The student test booklets are considered "scorable" materials and the other booklets are considered "non-scorable."
- B. For Assessment Levels III, IV, and V, separate answer documents from student test booklets and Directions for Administration manuals. The answer documents are considered "scorable" materials and the other booklets are considered "non-scorable."
- C. Make separate units from the scorable materials of each Assessment Level (i.e., there will be a unit of only Level I scorable materials, a unit of only Level II scorable materials, etc.). Documents from different grades within an Assessment Level may be mixed (i.e., grade 3 documents can be mixed with grade 5 documents since they all belong to Assessment Level III).

Stacking the Booklets for Each Building

- A. If you would like your score reports to list students by class/group, complete the scannable Class/Group ID Sheet that identifies the teacher name for each class/group submitted. A description of this sheet and directions for use are listed on pages 56–57.
- B. Complete the ELPA School Level-Grade Span Header Sheet. Be sure to place this ELPA School Level-Grade Span Header Sheet on top of each Assessment Level unit submitted as shown on the Packing Poster, bubbling in the number of documents returned for your school building. A description of this form and directions for completing it are listed on pages 54–55.
- C. All ELPA School Level-Grade Span Header Sheets and scorable materials will be bundled together by Assessment Level with a white paper band (found in your Test Coordinator Kit). **Please note that each Assessment Level is to be bundled separately.** See the diagram on page 53 or use the provided Packing Poster to assist you.
- D. Bundle any Class/Group ID Sheets together and place them beneath the Assessment Level stacks followed by the bundle of any ELPA Security Compliance Forms and Special Handling Envelopes (if used). See the diagram on page 53 or use the provided Packing Poster to assist you.
- E. ELPA District Coordinators can work with ELPA Building Coordinators to make sure that each Assessment Level unit is placed in very sturdy cartons. Please ensure that each box contains its Assessment Level units stacked in ascending order of level (i.e. Level I materials should be found at the top of the stack and Level V materials should be found at the bottom of the stack). Also ensure that any Class/Group ID Sheets, Security Compliance Forms, and Special Handling envelopes are placed under the stack as shown on the Packing Poster and in the diagram on page 53. Using the cartons that were originally shipped with the ELPA materials is strongly recommended. Fill out and affix an orange Scorable Materials label to each box that contains scorable materials. These labels are found inside the Test Coordinator's Kit. It is recommended that each school's prepared box be left unsealed until ELPA District Coordinators can verify and check materials.
- F. Remember that ELPA Building Coordinators must also return all non-scorable materials to ELPA District Coordinators for packaging and return in separate boxes. Non-scorable materials include:
 - Unused test booklets for Assessment Levels I and II
 - Unused answer documents for Assessment Levels III, IV, and V
 - Used and unused test booklets for Assessment Levels III, IV, and V
 - Directions for Administration manuals
 - Accommodation materials, such as Braille and Enlarged Print Booklets
 - CDs and audiotapes

These can be packed in any order. Refer to the reverse of the Packing Poster for more information.

Fill out and affix a green Non-Scorable Materials label to each box that contains non-scorable materials. These labels are also found inside the Test Coordinator's Kit.

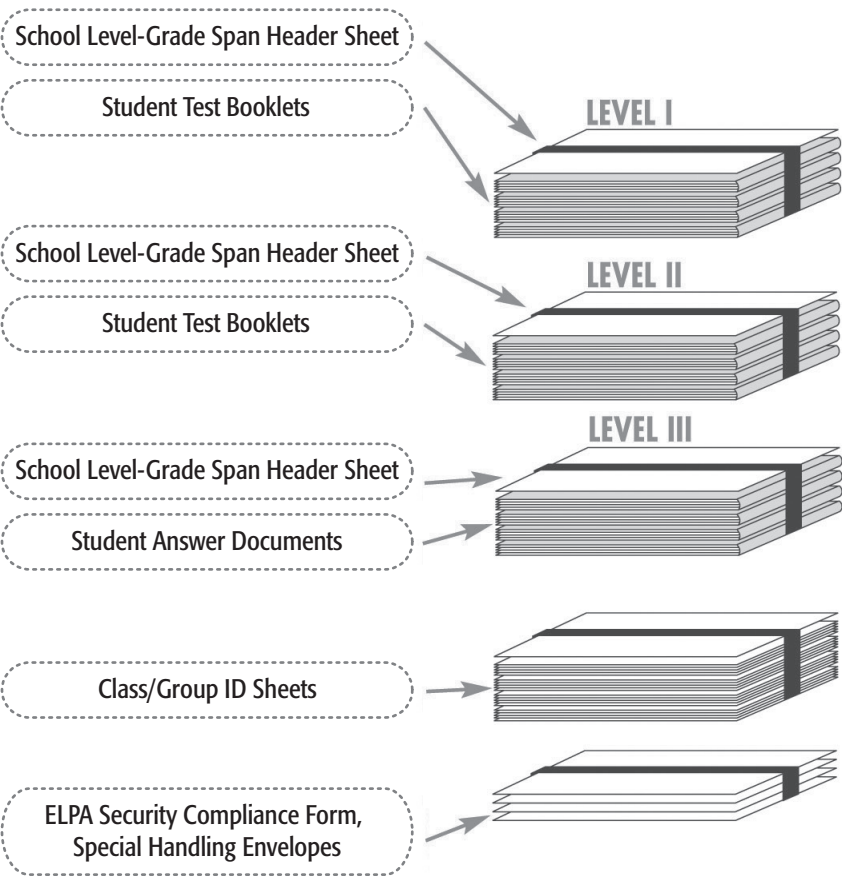
- G. Return all of your completed ELPA School Level-Grade Span Header Sheets, and scorable materials in Assessment Level stacks to your ELPA District Coordinator for return to Harcourt.

Preparation for Return from Each District

- A. ELPA District Coordinators should check to make sure that each school's materials have been returned with the correct School Level-Grade Span Header Sheet and have a paper band.
- B. Upon receipt of all materials from all buildings and after confirming correct packaging and stacking of scorable materials, ELPA District Coordinators should then affix shipping labels to each box. All shipping labels are found in the Test Coordinator's Kit. The district's return shipment is to be made as one shipment on or before the district's cycle date. See page 13 and the back cover for more information regarding materials return cycles.

Assembling Machine-Scorable Assessment Booklets and Answer Documents for Return

The diagram below demonstrates how to assemble scorable assessment booklets or used answer documents for return.



Note: Unscorable Materials are shipped in a separate box (see page 51).

Directions for the ELPA School Level-Grade Span Header Sheet

The purpose of the ELPA School Level-Grade Span Header Sheet is to ensure that all answer documents returned are scored and that districts and schools receive the appropriate reports. It is important that the ELPA School Level-Grade Span Header Sheet have complete and accurate information. It must be returned on top of each Assessment Level's scorable assessment booklets or answer documents and secured by a paper band. The ELPA School Level-Grade Span Header Sheet accounts for all scorable assessment booklets and answer documents returned for scoring.

Follow the directions on the ELPA School Level-Grade Span Header Sheet. A sample form is included on the following page.

If the following information is not preprinted on the sheet, please fill it in:

District Name, School Name, District Code, and School Code.

Directions for Completing the ELPA School Level-Grade Span Header Sheet

- The District ELPA Coordinator will determine who is responsible for completing the ELPA School Level-Grade Span Header Sheet.
- Begin by organizing your scorable assessment booklets or used answer documents by Assessment Level (grade span), following the directions beginning on page 50.
- Place one ELPA School Level-Grade Span Header Sheet on top of each Assessment Level's set of answer documents.
- Fill in the bubble for the Assessment Level that corresponds to the scorable assessment booklets or answer documents under each ELPA School Level-Grade Span Header Sheet.
- Write the scorable assessment booklet or answer document count in the spaces provided and fill in the bubbles for that number.
- Use a paper band to secure the ELPA School Level-Grade Span Header Sheet with the scorable assessment booklets or answer documents.
- Deliver all sets of scorable assessment booklets or answer documents with the ELPA School Level-Grade Span Header Sheets to the Building or ELPA District Coordinator.

Refer to page 50 for more information on how to organize this form and your scorable assessment booklets or answer documents for return to the scoring contractor.

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2)
- Do NOT use ink or ball point pen
- Make heavy dark marks that completely fill in the bubbles
- Erase completely any marks that you wish to change
- Make NO stray marks on this sheet

CORRECT MARK



INCORRECT MARKS



1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

2 DISTRICT CODE

3 SCHOOL CODE

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Please be sure all fields are completed.

4 LVL-GRD SPAN

- ☐ LEVEL I - K
- ☐ LEVEL II - 1-2
- ☐ LEVEL III - 3-5
- ☐ LEVEL IV - 6-8
- ☐ LEVEL V - 9-12

5 ANSWER DOCUMENT COUNT

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

MICHIGAN

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

SCHOOL LEVEL-GRADE SPAN HEADER SHEET

INSTRUCTIONS

1. Write the name of the person completing this form, the district name and the school name on the lines provided.
2. In the boxes under District Code, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
3. In the boxes under School Code, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
4. In the box under LVL-GRD Span, grid the appropriate grade level of the students whose documents are under this header sheet. Grid only one grade span per header sheet.
5. In the boxes under Answer Document Count, write the appropriate number of used answer documents that are under this header sheet. Grid the corresponding bubbles.

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DO NOT PHOTOCOPY THIS FORM—PLEASE ORDER ADDITIONAL FORMS

Directions for the ELPA Class/Group ID Sheet

This is an optional form. This information allows districts and schools to receive reports by class or group designation(s). It is the decision of the school or district to use this option and define the 4-digit class/group numbers that are most useful to the district or school. Note that more than one class/group can be assigned to a teacher.

Follow the directions on the ELPA Class/Group ID Sheet. A sample form is included on the following page.

Refer to page 50 for more information on how to organize this form and your scorable assessment booklets or answer documents for return to the scoring contractor.

[illegible]

APPENDICES

Appendix A: Accommodations

Assessment Accommodations Summary Table

The following table specifies standard and nonstandard assessment accommodations for the ELPA.

ACCOMMODATIONS	ELPA		
	IEP	504	ELL
A. Timing/Scheduling			
1. Extended assessment time within reason (approximately 1 ½ times the estimated assessment time)	S	S	S
2. Frequent or appropriate supervised breaks	S	S	S
3. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S
4. Clock or method of informing students of remaining time	S	S	S
B. Setting			
5. Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S
6. Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	S	S	S
7. Administration of the assessment in a special education setting	S	S	NA
8. Provision for assessment administration at home when student is homebound or in a care facility when medically necessary, with appropriate supervision by a school district professional	S	S	NA
9. Administration of assessment in a distraction-free space or alternate location (e.g., separate room, or location within the room) with appropriate supervision	S	S	S
10. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional	S	S	NA
11. Administration of the assessment in a small group	S	S	S
12. Administration of the assessment individually	S	S	NA
13. Tools to assist with concentration	S	S	NA
14. Qualified person familiar to the student administers the assessment	S	S	S
15. Appropriate seating, special lighting, or furniture	S	S	NA

Appendix A: Accommodations

ACCOMMODATIONS	ELPA		
	IEP	504	ELL
B. Setting (<i>continued</i>)			
16. Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others	S	S	S
17. Background music or noise buffers	S	S	NA
C. Presentation			
18. Use of bilingual word-for-word non-electronic translation glossary for English language learners	NS	NS	NS
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NS	NS
21 a. Use of screen reader for English language arts reading assessment	NS	NS	NS
21 b. Use of screen reader for ELPA listening, writing and speaking parts	S	S	S
22. Use of an abacus	NA	NA	NA
23. Use of arithmetic tables	NA	NA	NA
24. Use of actual coins and bills	NA	NA	NA
25. Use of manipulatives for mathematics assessments, such as base 10 blocks	NA	NA	NA
26. Use of state-produced video or audio version of assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the content areas of mathematics, science, and social studies. Also the writing section of the MEAP ELA or MI-Access ELA Expressing Ideas assessment, or the ELPA Listening, Writing, and Speaking sections	S	S	S
27. Use of state-produced video or audio version of the assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment and ELPA	NS	NS	NS
28. Use of state-produced video or audio version, for English language learners, of the mathematics, science, or social studies assessments read in Arabic or Spanish for a student whose dominant language is Arabic or Spanish and who is determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting	NA	NA	NA

Appendix A: Accommodations

ACCOMMODATIONS	ELPA		
	IEP	504	ELL
C. Presentation (<i>continued</i>)			
29. Reading all directions to the student in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., transitional, two-way or dual language) using the student's native language in the school setting	NS	NS	NS
30. Provision for student restatement of directions in the student's own words	S	S	S
31. Students asking for clarification of directions	S	S	S
32. Directions provided using sign language	S	S	NA
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S
34. Administration of the assessment by person familiar to the student	S	S	S
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NA	NA	NA
37. Administer assessment sections in any order for English language arts, science, and social studies	NA	NA	NA
38. Administer assessment sections in any order for Mathematics	NA	NA	NA
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S
40. Emphasis on key words in directions	S	S	NA
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA
42. Reading aloud the MEAP reading components of the ELA assessment, the MI-Access accessing print assessment to the student, or the ELPA reading section	NS	NS	NS
43. Reading aloud the MEAP mathematics, science and social studies assessments or the MI-Access mathematics assessment	NA	NA	NA

Appendix A: Accommodations

ACCOMMODATIONS	ELPA		
	IEP	504	ELL
C. Presentation (<i>continued</i>)			
44. Reading of mathematics, social studies, and science assessment content and questions to a student in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting	NA	NA	NA
45. Sign the mathematics, science and social studies assessments	NA	NA	NA
46 a. Sign the English language arts assessments	NA	NA	NA
46 b. Sign the ELPA Listening and Speaking parts	S	S	NA
46 c. Sign the ELPA Reading and Writing parts	NS	NS	NA
47. Use of a page turner	S	S	NA
48. Placement of teacher/proctor near student	S	S	NA
49. Use of rulers as provided by the State	NA	NA	NA
50. Use of adapted rulers, protractors, Braille and large print rulers and protractors	NA	NA	NA
51. Use of list of formulae as provided by the state	NA	NA	NA
52. Use of calculator/talking calculator on the non-calculator sections of the mathematics assessment	NA	NA	NA
53. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	NA	NA	NA
54. Use of a calculator on the science and social studies assessments	NA	NA	NA
55. Use of magnification devices	S	S	NA
56. Use of auditory amplification devices or special sound systems	S	S	NA
57. Use of closed circuit television	S	S	S
58. Student's use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides	S	S	S
59. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	S	S	NA
60. State-produced Braille and enlarged print versions of assessment	S	S	NA
61. State-produced audio versions of the assessments	S	S	S

Appendix A: Accommodations

ACCOMMODATIONS	ELPA		
	IEP	504	ELL
D. Response			
62. Responding in the student's native language to the constructed response items on assessments	NS	NS	NS
63. Oral responses	S	S	NA
64. Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for ELA assessments	S	S	NA
65. Use of a scribe for constructed response items for mathematics, science and/or social studies assessments	NA	NA	NA
66. Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessments	NA	NA	NA
67 a. Respond in sign language for English language arts	NA	NA	NA
67 b. Respond in sign language for the ELPA Listening and Speaking parts	S	S	NA
67 c. Respond in sign language for the ELPA Reading and Writing parts	NS	NS	NA
68. Respond in sign language for mathematics, science and social studies assessments	NA	NA	NA
69. Use of augmentative communication devices	S	S	NA
70. Use of computer or word processor with spell check, thesaurus, and grammar check disabled for ELA assessment	S	S	NA
71. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for Mathematics, Science and Social Studies	NA	NA	NA
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S
73. Use of Brailewriter	S	S	NA
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA
75. Adapted paper, lined or grid paper for recording answers	S	S	NA
76. Use of computers with alternative access for an alternative response mode	S	S	NA
77. Use of speech to text word processor for responses for English language arts and ELPA	NS	NS	NA

Appendix A: Accommodations

ACCOMMODATIONS	ELPA		
	IEP	504	ELL
D. Response (<i>continued</i>)			
78. Use of speech to text word processing for mathematics, science and social studies	NA	NA	NA
79. Use of alternative writing position	S	S	NA
80. Use of special adaptive writing tools such as pencil grip or larger pencil	S	S	NA
81. Write directly in assessment booklet	S	S	S

Appendix A: Accommodations

Audio Versions of the ELPA

Two audio versions of the ELPA are available. An audio version of the read-aloud directions, assessment questions, and answer choices of the Listening section of the ELPA has been made available to all Assessment Administrators in order to standardize the spoken portions of the assessment. A second audio version that also contains the directions and the assessment questions and answer choices (when appropriate) for all sections of the ELPA is available as an assessment accommodation for certain students with disabilities and ELLs (see the table in this appendix).

To order audio versions of the ELPA, the ELPA District Coordinator should order online at www.michigan.gov/oeaa-secure. Click on the link at the left that reads “ELPA-Harcourt” to enter the Harcourt Spectrum site for ordering materials.

The following instructions are to be used when administering audio versions of the assessments to students with disabilities only:

1. The assessments must be administered individually to students with disabilities, using equipment with a headset and counter if available or in a setting where the audio will not disturb other students.
2. Unless the student has a total loss of vision or needs the enlarged-print version, students using the audio versions must have a printed copy of an assessment booklet while they are taking the assessment.
3. Grades K and 1–2 students who use audio versions must use standard scannable assessment booklets but may be given one of the following options:
 - Mark their own answers in the booklets
 - Indicate their responses to a certified staff member who will then mark the booklets
 - Braille their responses and have a certified school staff member transcribe the answers into the booklets
4. Grades 3–12 students who use the audio versions must use standard answer documents but may be given one of the following options:
 - Grid their own answer documents
 - Mark answers in their assessment booklets and have a school staff member transcribe the answers into the answer documents
 - Indicate their responses to a certified school staff member who will then grid the answer documents
 - Braille their responses and have a certified school staff member transcribe the answers into the answer documents
5. The Assessment Administrator must read the directions to the student exactly as written. Assessment directions are also included in each audio version but should be presented by the Assessment Administrator first so any questions the student has can be addressed.

Appendix A: Accommodations

6. Scannable assessment booklets and answer documents for students who used the audio versions of the assessments must be packaged and returned with the other scannable booklets and answer documents.
7. Audio versions of the assessments are secure materials that must be returned at the end of the assessment window. No copies of these materials may be made, downloaded, or retained.

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible. Students using one of these accommodations are to include specific instructions about punctuation, spelling, indentation, etc., for the Writing section. Also, the use of a Braillewriter is permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, a member of the school staff must transcribe the student's responses into the student's scannable booklet or answer document. Spelling, punctuation, indentation, etc., must be transcribed exactly as they were in the student's original response. For students in grades 3–12 using the Braille version, it is important to specify Braille in the accommodations section of their answer document(s).

Word Processors

Because the Writing section includes use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the "Other" bubble on the scannable booklet or answer document to indicate the student used a word processor as a standard assessment accommodation. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the "nonstandard accommodations" bubble must be gridded.

Word-processed answers do not need to be transcribed into a scannable booklet or answer document by school staff. Each word-processed page must be printed and identified with student and assessment identification information (student name and birth date; student's state Unique Identification Code (UIC); school and district codes and names; assessment window and grade) and inserted into a scannable booklet or answer document that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the booklet or answer document.

All scannable booklets or answer documents containing a word-processed insert must be shipped in a special handling envelope marked "SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS." This envelope is provided to the ELPA District Coordinators with the Test Coordinator Kit. This envelope is to be placed at the bottom of the scorable materials stack.

Appendix A: Accommodations

Additional Paper

Additional paper may be used as an assessment accommodation if a student needs additional space due to large handwriting. Each additional piece of paper must be identified with student and assessment identification information:

1. student name
2. birth date
3. the student's Unique Identification Code (UIC)
4. school and district codes and names
5. assessment window
6. grade

The extra page(s) should be inserted into the student's scannable booklet or answer document that has all required student identification information completed. Do not staple or otherwise attach pages to the booklet or answer document.

All booklets or answer documents containing additional papers must be shipped in a special handling envelope marked "SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS." This envelope is provided to the ELPA District Coordinators with the Test Coordinator Kit. This envelope is to be placed at the bottom of the scorable materials stack.

Rapid Onset of Medical Disability

Prior to the ELPA, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example,

- A few days prior to assessment, a student broke his/her arm. The student may need an assessment accommodation—either a word processor or a scribe.
- A student has recently undergone surgery and is homebound or still in the hospital. The student may need to take the assessment at home or in the hospital with appropriate supervision by a school district professional.

In the case of rapid onset of a medical disability, the OEAA asks the school's principal or guidance counselor to document, for the student's file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and should be filled in appropriately on the student scannable booklet or answer document.

Appendix B: Security and Ethics

My District Assessment Coordinator

Phone

email



Office of Educational Assessment and Accountability

Building Assessment Coordinator Responsibilities

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator shall:

Before Assessment Administration

- ☐ Serve as the building contact person between the school and the District Assessment Coordinator.
- ☐ Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
- ☐ Read and adhere to the information in the Assessment and Administrator Manuals.
- ☐ Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- ☐ Train the Assessment Administrators and Proctors on administrative procedures and ethical practices.
- ☐ Provide information regarding ethical practices and prohibited behavior to students, assessment administrators, proctors, teachers, and parents.
- ☐ Conduct an inventory of assessment materials received from the District Assessment Coordinator.
- ☐ Ensure assessment materials are kept in a secure location.
- ☐ In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- ☐ Assemble and distribute assessment materials to Assessment Administrators.

Appendix B: Security and Ethics

Before Assessment Administration (*continued*)

- ☐ Ensure that assessment materials that are allowed by the state assessments are made available to students.
- ☐ Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English Language Learners.
- ☐ Have a plan for students who finish early or who require extra time.
- ☐ Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e. pagers, cell phones, PDAs).

During Assessment Administration

- ☐ Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times.
- ☐ Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator.
- ☐ Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that standardized assessment procedures are being followed.
- ☐ Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After Assessment Administration

- ☐ Collect and conduct an inventory of assessment materials after the assessment.
- ☐ Notify the District Assessment Coordinator of any missing materials and follow instructions for recovering them.
- ☐ Ensure that answer documents have been completed and filled in correctly.
- ☐ Ensure that any cover or return form has been completed correctly.
- ☐ Prepare all assessment materials for return to the District Assessment Coordinator.
- ☐ Return assessment materials to the District Assessment Coordinator consistent with required timelines.
- ☐ Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.
- ☐ Complete Assessment Security Compliance Forms found in the Assessment Administrator Manual and submit all signed forms from any Assessment Administrators, Assessment Proctors, or Accommodation Providers to the District Assessment Coordinator.

Appendix B: Security and Ethics

My Building Assessment Coordinator

Phone

email



Office of Educational Assessment and Accountability

Assessment Administrator Responsibilities

Assessment Administrators must be at least one of the following:

1. An employee of the district who is a certified or licensed educational professional;
2. A substitute teacher who is certified and employed by the district on an as needed basis;
3. Someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement or change of career and has been approved by the District Assessment Coordinator as a qualified assessment administrator.

The Assessment Administrator sets the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Administrator's shall:

Before Assessment Administration

- ☐ Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator specific to MEAP, MI-Access, or ELPA.
- ☐ Read the Directions for Administration Manual prior to assessments.
- ☐ In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- ☐ Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, dictionaries, thesaurus, etc.).
- ☐ Know assessment security procedures and be prepared to follow them before, during, and after each assessment session.
- ☐ Have a plan for students who finish assessments early or who require extra time.
- ☐ Have an implementation plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), 504 Plans, and instructional practices for English Language Learners.

Appendix B: Security and Ethics

During Assessment Administration

- ☐ Distribute all materials to students. Check for appropriate assessment booklets and answer documents.
- ☐ Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.
- ☐ Administer the assessments according to the Directions for Administration Manual.
- ☐ Read directions exactly as they appear in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.
- ☐ When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
- ☐ Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- ☐ Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- ☐ Ensure that the assessment room is quiet during the entire assessment administration.
- ☐ Remain in the assessment room at all times unless replaced by another trained staff member.
- ☐ Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- ☐ Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.
- ☐ Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.

After Assessment Administration

- ☐ Collect assessment materials and account for all assessment materials regardless of perceived student effort.
- ☐ Ensure that answer documents have correct student identification completed and filled in correctly.
- ☐ Do not erase or darken any marks in the student answer section of any document. Deliver assessment materials in person to the Building Assessment Coordinator at the end of each assessment administration.
- ☐ Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
- ☐ Complete Assessment Security Compliance Form found in the Directions for Administration Manual and submit to the Building Assessment Coordinator. Security forms can be found in the back of the administration manuals.

Appendix B: Security and Ethics

My Assessment Administrator

Phone

email



Office of Educational Assessment and Accountability

Assessment Proctor Responsibilities

As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher's aide, paraprofessional, or other paid district or school personnel. If volunteers must be used, they should be trained with appropriate testing procedures; family of students in the assessment group should not be used as proctors.

Assessment proctors who are used in the capacity of providing assessment accommodations to students must be thoroughly trained in providing the accommodations prior to the assessment.

The Assessment Proctor assists in setting the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Proctor's responsibilities include:

Before Assessment Administration

- ☐ Participate in assessment administration training.
- ☐ In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

During Assessment Administration

- ☐ Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (cell phones, pagers, PDAs, etc.).
- ☐ Assist the Assessment Administrator in distributing assessment materials.
- ☐ Observe students and monitor those who have been given permission to temporarily leave the assessment room.

Appendix B: Security and Ethics

During Assessment Administration (*continued*)

- ☐ Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- ☐ Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- ☐ Remain in the assessment room at all times unless replaced by another trained staff member.
- ☐ Ensure the assessment room is quiet during the entire assessment administration.
- ☐ Report any questionable or unusual activity to the Assessment Administrator immediately.
- ☐ Accompany students who are being directed to an alternate assessment room to complete assessments.
- ☐ Provide accommodations as prescribed in Individualized Education Program (IEP), 504 Plans, and instructional practices for English Language Learners.

After Assessment Administration

- ☐ Assist the Assessment Administrator in collecting and accounting for all assessment materials.
- ☐ Ensure that answer documents have correct student identification completed and filled in correctly.
- ☐ Complete Assessment Security Compliance Form found in the manual and submit form to the Building Assessment Coordinator.

Appendix C: ELPA Security Compliance Form

ELPA Security Compliance Form

I, the undersigned, do certify and attest to all of the following:

I have had access to a printed or electronic copy of the Professional Assessment & Accountability Practices for Educators as published by the Office of Educational Assessment and Accountability of the Michigan Department of Education, and

I have read the sections applicable to assessment security, preparation, and administration, and

I have read the section regarding the duties and responsibilities of my role in the assessment process, and

I have followed the practices as they relate to my role in the current assessment.

Date: _____

Signature: _____

Printed Name: _____

Note: An electronic copy of the Professional Assessment & Accountability Practices for Educators is available on the world wide web at <http://www.michigan.gov/oeaa>. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability, 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free 1-877-560-8378.

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2 <div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> District Coordinator <input type="radio"/> Building Coordinator <input type="radio"/> Assessment Administrator </div> <div> <input type="radio"/> Proctor <input type="radio"/> Accommodations Provider </div> </div>
3 <div style="text-align: center;"> INFORMATION BOX </div> <p>PLEASE PRINT – Use full names.</p> <p>School Name: _____</p> <p>City: _____</p> <p>District Name: _____</p>

INSTRUCTIONS

1. In the boxes under School and District, indicate the district code if you are a District Coordinator. All other assessment administrators must fill in the school code and district code. Grid the corresponding bubbles.
2. Grid the corresponding bubble next to your role in the ELPA assessment (ex: district coordinator, building coordinator, etc.)
3. In the Information Box, print your school name, city and district name on the lines provided.
4. Once the form has been completed, return it with your “Scorable ELPA Materials” to Harcourt Assessment Inc.

DO NOT PHOTOCOPY THIS FORM—PLEASE ORDER ADDITIONAL FORMS

Spring 2008 ELPA Administration Important Dates

Assessment Materials Due in District or School—Priority Districts	2/25/08
Assessment Materials Due in District or School—Non-Priority Districts	3/03/08
Test Administration	3/17/08–4/25/08
Districts Return ELPA Materials for Scoring—Pilot Cycle	4/18/08
Districts Return ELPA Materials for Scoring—Priority Cycle	4/25/08
Districts Return ELPA Materials for Scoring—Regular Cycle	5/02/08
Individual & Parent Report (.PDF) Posted on OEAA Secure Site— Pilot or Priority Cycle	First week of June*
Individual & Parent Report (.PDF) Posted on OEAA Secure Site— Regular Cycle	Second week of June*

*Pending Equating Verification results do not require a full Post Equating

Contact Information

The English Language Proficiency Assessment (ELPA) Coordinators, Assessment Administrators, and Proctors should read this manual in its entirety before the assessments begin. To promote the most effective flow of information, ELPA District Coordinators are to be the primary contact for all district communications. If ELPA District Coordinators have questions after reviewing this manual, they should contact one of the following:

- ELPA Office — for information about ELPA administration procedures, content, scheduling, and information about students with disabilities and appropriate assessments or accommodations

Phone: 877-560-8378

Fax: 517-335-1186

Website: www.michigan.gov/elpa

E-mail: mde-elpa@michigan.gov

- Harcourt Customer Service Center — for information about ordering assessment materials

Phone: 1-800-763-2306

Fax: 800-634-0424

E-mail: customersupportcenter@harcourt.com

The OEAA Secure Site is found at www.michigan.gov/oeaa-secure.

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